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ABSTRACT

This paper presents specific policies and regulations for business and noninstructional operations, personnel, students, and instruction. The report includes those special education policies and regulations needed to supplement a regular set. The inclusions are innovative rather than traditional and in keeping with the research literature. These policies could be typical for a 1,000-20,000 K-12 student population. However, the policies are purposively general and may be adapted to any school district. In lieu of tax rebate or voucher plans, the authors recommend that a home school district that does not have the requisite special education program pay at least part of a student's tuition to another district -- public or private -- that does have the program.
(Author)

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SPECIAL EDUCATION ADMINISTRATION:
A STATEMENT OF POLICIES AND REGULATIONS

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Abstract

This paper presents specific policies and regulations for business and non-instructional operations, personnel, students, and instruction. Considered are those special education policies and regulations needed to supplement a regular set. The inclusions are innovative rather than traditional and in keeping with the research literature (not cited).

These policies could be typical for a one to twenty thousand K-12 student population. However, the policies are purposively general and may be adapted to any school district.

In lieu of tax rebate or voucher plans, we recommend that the home school district which does not have the requisite special education program pay at least part of a student's tuition to another district, public or private, which does have the program. This is currently illegal in Nebraska, as one example, but laws can be changed. We are focusing on student needs.

Throughout the paper, the phrase "cooperative special education class" is used interchangeably with the more common phrase "special education class." Cooperation rather than isolation is keynoted.

We wish to thank Dr. Dale K. Hayes, Professor and Chairman, Educational Administration, University of Nebraska-Lincoln, for his helpful suggestions and comments. Any shortcomings are the responsibility of the authors.

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General Introduction

The community is interested in providing a good meaningful education for all students residing in the district; this includes special education students. The Board will provide special education programs for as many special education students as financially and administratively feasible. Special education students are those students who differ significantly from their peers in their ability to learn and adapt to society. The Board recognizes the following classification of exceptional children: language impaired, speech handicapped, auditorially handicapped, visually handicapped, minimally brain damaged, learning disability problems, crippled or health impaired, multihandicapped, retarded, emotionally and socially disturbed, gifted, and possibly others.

General Introduction: Regulation

The district accepts the definitions for the various categories of special education students as defined by state law and/or state education department policy.

The district will offer services for:

- language handicapped
- speech handicapped
- minimally brain damaged
- learning disability problems
- trainable mentally retarded
- educable mentally handicapped
- gifted
- emotionally and socially disturbed

Services will be contracted for special education students whose prevalence in the district is not sufficient to warrant setting

up special classes. The district will generally contract for services for students who are:

auditorially handicapped
visually handicapped
crippled or health impaired
multihandicapped

In some instance, for the benefit of the student, regular class placement would be the most advantageous.

Business and Non-Instructional Operations

Tuition Fees

In recognizing its responsibility to provide a quality education for all students, when there are no facilities available to accomodate students' special educational needs within the district, the Board believes the community should assume some of the financial responsibility for educating special education students in neighboring school districts, local public and private agencies, and/or private institutions or schools.

Business and Non-Instructional Operations

Tuition Fees: Regulation

The district will finance part of a special education student's tuition in other agencies, schools, etc. when services to meet his special educational needs are not available within the district. The financing by the district will be equal to the per pupil cost of special education students within the district. The Director of Special Education shall be responsible for making arrangements with parents of the child in question and the institution providing the educational services to the student.

Business and Non-Instructional Operations

Special Transportation for Exceptional Children

The Board acknowledges that some special education students will need transportation to get to school because of debilitating conditions and/or because of the excessive distance between their places of residence and their special classes. In cases where transportation cannot be practically provided by the district, the parents shall be responsible for their child's transportation and shall be eligible for reimbursement under state law.

Business and Non-Instructional Operations

Special Transportation for Exceptional Children: Regulation

The director of special education shall determine which special education students are eligible for transportation. Eligibility will be based on each student's handicapping condition and the distance from his home to the school he attends; generally if a student lives mile(s) or more from the school he attends, he will be eligible for transportation.

The district shall contract for special bus services from the Bus Company for transporting special education students. The director of special education shall determine the route for the special buses. Whenever possible, special education students shall ride or walk to the school they normally would attend; then use the special bus service to transport them to the school they attend for special classes.

If the above mentioned facilities cannot be implemented practically, the district shall contract with parents to transport their children to special classes. Parents transporting their children will be eligible for reimbursement as indicated by state law.

Personnel

Duties of Special Teachers

Special education teachers and resource teachers shall be employed, on the basis of need and when economically feasible, to instruct a specific kind of exceptional student or a group of exceptional students with similar needs. These teachers shall be mainly concerned with each child's exceptionality and his educational needs in view of this exceptionality. Regular classroom teachers may have some special education students in their classes; these teachers shall be concerned with those facets of the exceptional child which will profit from less specialized instruction, even though some special methods, materials or equipment may be necessary.

Personnel

Duties of Special Teachers: Regulation

A. The duties of special education teachers and resource teachers shall be similar. The following expectations shall be the responsibility of special education and resource teachers.

Close working relationships shall be developed and maintained with all teachers involved in the regular instructional program.

An itinerary providing for the educational needs of each handicapped student shall be developed.

Individual records of each student's handicapping condition and the educational implications of the handicap shall be maintained.

Specialized techniques shall be taught to students needing such skills.

Appropriate reports pertinent to the students enrolled for special services or classes shall be maintained and disseminated to the students' other teachers, principal, parents, director of special education, and, when appropriate, specialists and/or consultants.

1. The duties of special education teachers and resource teachers shall differ in several ways. Special education teachers shall be employed to teach exceptional children, on a regular basis, the basic curriculum subjects, e.g., reading, health, mathematics. Special education teachers may be employed to teach trainable mentally retarded students and students exhibiting extremely deviant behaviors.

2. Resource room teachers shall be employed to conduct the activities of a resource room and to provide the special instruction necessary for handicapped students to achieve satisfactorily in a regular or special education classroom. In the case of gifted students, the resource room teacher shall provide additional enrichment activities to supplement work done in the regular class. Resource room teachers ought to have specialities in one of the following areas: language/speech, reading, media. Resource room teachers may be employed to teach children who are educable mentally handicapped, gifted, learning disabled, minimally brain damaged, language impaired, and emotionally and socially disturbed.

In addition to the above mentioned duties, resource room teachers shall inform school personnel of the functions and services available in the resource room and from the resource room teacher.

provide special education students with regularly scheduled instruction utilizing resource

room facilities, including special teaching methods, materials, and equipment.

provide assistance to teachers in determining the need for and the frequency of special help for handicapped students.

attempt to coordinate the instruction of each student with the work he is doing in a regular and/or special education class.

Personnel

Duties of Other Special Personnel

The Board will employ the following special education personnel to assist in the operation of the special education program:

Director of special education to administer, supervise, and coordinate a total special education program.

Special consultants to identify, plan, coordinate, and carry out programs in their areas of specialty. The Board believes special consultants in psychology/counseling, language/speech, reading, and media are essential to the special education program. Other consultants may be employed when necessary.

Duties of Other Special Personnel: Regulation

Special personnel shall have specific responsibilities and shall be employed to perform certain duties.

A. The director of special education shall

have the authority to administer, supervise, and coordinate all special education services and personnel within the school district.

be responsible for the placement of students into
special education programs.

direct the development of policies unique to special
education.

provide leadership in guiding the community through
the readiness stages in the development and
establishment of special education programs.

be responsible for the continuous identification and
re-evaluation of students in need of special
education services.

develop procedures for referral and follow-up which fac-
ilitate directing prompt attention and effective
service for students in need of special education.

be responsible for maintaining an effective, efficient
system of records containing pertinent data on each
student served, and in need of being served, by the
special education program.

be responsible for establishing and maintaining efficient,
effective channels of communication between special
education personnel and other school personnel.

be responsible for recruiting, interviewing, and recommending
persons for employment for special education staff
positions and for recommending the development
of new positions to meet new and/or increasing demands,
e.g., hiring new or additional special education con-
sultants.

organize and participate in effective in-service programs for special education staff members, administrators, teachers and other school personnel.

utilize various means of communication to keep the public and school personnel informed of the needs and services of special education programs within the school district.

assist in the preparation of the budget and the allocation of funds for special education.

Special consultants will have some similar general duties and common responsibilities.

B. All special consultants shall

provide direct services to students who are assigned to them or who are in need of services, as determined by diagnostic evaluation.

assist school administrators in planning for and developing service for students in need of special education, in part, by annually evaluating and reporting the nature and extent of the services provided in their area of specialty and indicating present and future needs for services in their area of specialty.

establish and maintain good working relationships with teachers and shall recommend special educational methods and materials and curriculum adjustments for students requiring special education services.

assist with the development of community understanding
and support for special education programs in the
school district.

assist school personnel in developing school policies,
practices, and curriculum in areas related to their
specialty.

assist in developing and maintaining liaison with agencies,
organizations, and individuals in the community in
order that local resources may be utilized to supple-
ment the special education services of the school.

prepare brief bulletins of a practical nature for teachers.

offer clinical services which include identification,
remediation, referral, resource, administrative,
and research services.

supplement the work of the regular classroom teacher
and provide individualized instruction to the student(s)
when necessary.

provide in-service education and various workshops
for teachers, school administrators, other school
personnel, and parents.

work with parents individually when necessary to insure
benefits for the student in achievement and deportment.
emphasize treatment rather than diagnosis.

Additional (more specific) duties for special consultants in
the various areas are listed below.

1. Psychological/counseling consultants shall

perform individual psychological or group evaluations of students manifesting learning or school adjustment problems and interpret the findings and make practical recommendations to school personnel, parents, and, when appropriate, to other agencies or specialists.

determine a student's eligibility for services in the various areas of the special education program; re-evaluations shall be conducted periodically to determine the effectiveness of the program in relation to meeting the needs of each student.

work directly with teachers and students in the classroom environments which are more conducive to learning and which follow the psychological principles of learning, e.g., to set up programs which follow operant conditioning procedures.

2. Language/speech consultants shall

screen all students in one grade of each school served and shall design a longitudinal screening plan which provides for consistency continuity in obtaining a complete speech survey of the school population.

assume responsibility for diagnosis of speech disorders and for designating the type of speech services needed by the pupil with speech, voice, or language handicaps.

set up a schedule of speech services for students who were previously identified as in need of such services.

Students shall be seen at least twice a week for treatment, the length of treatment shall be determined on the basis of the student's need.

provide remedial treatment to students on an individual, small group, or combination individual/small group basis as appropriate to the student's needs.

maintain records of diagnosis and service for each individual enrolled for remediation.

prepare and distribute reports to teachers and parents indicating the results of the individual evaluations and/or the progress made by each student enrolled for remediation.

3. Reading consultants shall

conduct demonstration lessons in the classrooms of individual teachers or before groups of teachers.

direct the development of reading programs for gifted children and rapid learners in reading and for slow learners and poor readers.

individual intensive diagnoses of poor readers and work with individuals or small groups in providing remedial instruction.

assist with class organization for corrective and remedial instruction.

supervise all-school testing of reading achievement.

maintain records of diagnosis and treatment for each individual enrolled for remediation.

prepare and distribute reports to teachers and parents indicating the results of the individual reading evaluations and/or the progress made by each student enrolled for remediation.

direct the reading committee whose main objective will be to make all teachers recognize that they are teachers of reading.

4. Media consultants shall

prepare various packets of special materials and equipment appropriate for individual students upon request and shall instruct teachers on how to do the same.

make or assist teachers in making special materials for special education students.

be familiar with current and traditional materials, methods, and equipment suitable for the various types of special education students and shall act as a resource person for teachers.

demonstrate lessons in the classroom upon request.

prepare reports for teachers indicating how various materials and/or equipment have been used and how they can be used.

assist teachers and administrators in deciding which materials and equipment to order for special education students and regular students.

substitute for teachers to give them release time to the media center or library to become familiar with the various materials, equipment, and professional literature available.

Students

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Attendance of Special Education Students

School attendance is governed by state law. The Board expects all students, including special education students, to attend school to develop their capabilities as much as possible.

Students

Admission to the Special Education Program

Admission of a student into the special education program of a district shall be the responsibility of the director of special education and administered according to law and/or state regulations.

Students

Admission to the Special Education Program: Regulation

The director of special education, in conference with members of his professional staff, shall determine a student's eligibility for admission into the special education program upon completion of the necessary evaluation(s) as defined by state law and/or state education department policy.

All pupils placed in the special education program shall be re-evaluated periodically (at least every two years) to determine if they are still eligible for special education.

Students

Ages of Attendance of Special Education Students

Students, including special education students, will be required to attend school in accordance with state law and/or state department of education policy.

Exceptions may be made for students exhibiting unusual abilities or disabilities upon approval of the superintendent in conference with the director of special education.

Students

Ages of Attendance of Special Education Students: Regulation

A child younger than 5* years of age who exhibits a mental age and adaptive behavior of $5\frac{1}{2}$ ** years or greater shall be considered for admission to the elementary school at the level which most adequately fits his needs. Placement will be dependent upon the child's biological, psychological, and social make-up.

Special education students may be considered eligible for public education (including vocational education) until the age of 18. In special cases, a special education student exhibiting unusual conditions may be considered eligible for public education until the age of 20. Continuation shall be considered during and after conferences involving the student, his parents, and the school personnel, e.g., the director of special education, counselor, principal. The director of special education shall be responsible for making the final decision.

*This assumes that the state law requires children to attend school beginning at age 5; adjustments would have to be made where state law has a different requirement.

**The school district recognizes that local norms should be taken into account. Therefore, the number $5\frac{1}{2}$ is arbitrary. Early admission requires that the child exhibit a mental age and adaptive behavior $\frac{1}{2}$ year or more above the average 5* year-old child in the school the child in question may attend.

Attendance Records; Registers of Special Education Students

All special education students shall be registered in

regular classrooms. Exceptions will be made for students who spend most of the school day in special education classes, per se; these students shall be registered in special education classes. Exceptions will also be made for students who are attending local public and private agencies, private institutions and schools, etc., partially financed by the district, because the district is not providing educational services directly for these special education students; these students shall be registered on a special register.

Students

Attendance Records; Registers of Special Education Students: Regulation

The following special education students shall be registered in regular classrooms, even though they may spend part of the day in a resource room:

- educable mentally handicapped
- gifted
- language impaired
- speech defective
- learning disabled
- minimally brain damaged
- emotionally and socially disturbed

Special education students who receive special instructions from agencies, which the school district contracted with for such services, and who attend regular or resource room classrooms in the schools within the district shall also be registered in regular classrooms.

Trainable mentally retarded and severe deviant behavior problem students shall be registered in special education classrooms, even though they may spend part of the day in a regular classroom and/or

resource room.

Special education students who do not attend classes within the district and attend private schools or schools in other districts, etc., and whose education is partially financed by the district because the district does not offer service for their special educational needs directly, shall be registered in administrative classes, essentially for bookkeeping and financing purposes. Non-resident special education students shall be registered as visiting students in the appropriate class.

Students

School Attendance Areas of Special Education Students

The Board believes that students profit from attending neighborhood schools. The Board also recognizes that a student should attend classes in a school where his special educational needs can most adequately be met. These two criteria shall be used to determine a special education student's school placement.

Students

School Attendance Areas of Special Education Students: Regulation

The director of special education, in conference with principals, teachers, parents and other professional personnel, shall be directly responsible for assigning special education students to the various schools in the district.

Students

School Attendance Areas for Special Education Students

The Board recognizes that some special education students may require educational facilities which are not available within the school district. In such instances, a student shall be considered

eligible to attend educational classes or receive educational services from nearby public school districts, private schools or institution, and or local public and private agencies, partially financed by his resident school district. Every effort should be made to accommodate the student within his resident school district.

Students

School Attendance Areas for Special Education Students: Regulation

The director of special education shall determine whether or not a student is eligible for services, partially financed by the district, which are offered outside the school district. Determination shall be made after the director has reviewed the facilities in the district and is convinced that the district is unable to provide adequate educational facilities and experiences for the student. Whenever feasible the director shall secure the necessary facilities, materials, etc., to accommodate the special education student's educational needs.

If the student is eligible for such services the director of special education shall be instrumental in making appropriate arrangements which best suit the student's educational needs.

A list shall be kept of the number and kind of facilities not available within the district to allow for accurate future planning.

Students

Interdistrict Exchange Arrangements of Non-Resident Special Education Students

The Board believes that all students, regardless of residence, are entitled to a quality education. Therefore, if a special education student from another school district cannot be accommodated educationally in his resident school district the student may be considered for

special education services or placement in an appropriate special education class within this district. This district will be fully reimbursed for educating the child. Placement shall be made only if space is available.

Students

Interdistrict Exchange Arrangements of Non-Resident Special Education

Students: Regulation

The director of special education shall be responsible for determining whether a child is eligible for special education services within the district upon the request of the superintendent or his delegate, e.g., the director of special education, of the child's resident school district. Eligibility having been determined, the director of special education, in conference with principals, teacher, parents, and the director of special education (from the child's resident school district) shall be responsible for the student's placement within the district. The district shall be reimbursed for the per pupil cost of educating a special education student within this district.

Students

Assignment of Special Education Students to Teachers and Classes

The Board believes, that when feasible, special education students should be placed in regular classes, which best suit their needs and/or behaviors, and should receive specialized instruction in a resource room in the areas where they exhibit deficits. In some instances, students may be placed more appropriately in special education classes, per se, because of their extreme debilitating handicapping conditions and/or behaviors; children placed in special education classes should still

be eligible for specialized instruction in a resource room and might be included in some regular classroom activities.

Placement should be determined on the basis of the student's needs and characteristics of his interacting groups, e.g., classmates, teachers.

Students

Assignment of Special Education Students to Teachers and Classes:

Regulation

In keeping with Board policy the district shall utilize cooperative special education rooms for two kinds of students:

1) trainable mentally retarded and 2) severe deviant behavior problems.

Cooperative special education classes are those in which the students are registered in the special education class but may spend part of the day in a regular classroom or resource room. Students exhibiting severe behavior problems are those students who have been unsuccessful in all previous classes and would otherwise be excluded from school because of their disruptive behavior. The goal is that these behavior problem students will eventually be re-integrated into a regular classroom.

The following special education students shall be registered in and do much of their work in regular classrooms and may spend part of the day in a resource room with the resource teacher, who provides specialized training and materials:

educable mentally handicapped

gifted

language impaired

speech impaired

emotionally and socially disturbed

learning disabled

minimally brain damaged.

Services for other special education students shall be contracted from appropriate agencies, schools, etc.

All special education students shall be eligible for special instruction from consultants, including those who specialize in their area of deficit.

The director of special education, in conference with parents, teachers, principals, and other professional school personnel, shall be responsible for determining the type of services to be provided to individual special education students. Placement shall be determined on basis of the student's biological, psychological, and social make-up. All pupil placement will be on a trial basis and subject to re-evaluation by the director of special education and his professional staff.

Students

Promotion/Retention of Special Education Students

The Board believes that exceptional children should be included in the "regular" elementary age promotion policy with the exception of the trainable mentally retarded. Above the elementary level special education students should be promoted on the basis of number of credits earned.

Students

Promotion/Retention of Special Education Students: Regulation

The district shall promote elementary special education students on the same basis it promotes regular students, with the

exception of trainable mentally retarded students. Trainable mentally retarded students shall be promoted from level to level, e.g., primary to intermediate, on the basis of having completed or fulfilled the objectives previously determined on an individual basis.

At the junior high school and high school levels, special education students shall be promoted on the basis of the number of credits earned. The number of credits required will be the same as those required of regular students, but the curriculum may vary.

Students

Reporting Progress to Parents of Special Education Students

The criteria for reporting progress should reflect the curriculum and should be geared to the child's performance. Progress should be measured in terms of the pupil's performance relative to his current ability and potential. Emphasis should be on the child's functioning level.

Students

Reporting Progress to Parents of Special Education Students: Regulation

Special education content on report cards shall differ, but the general appearance, structure, and dissemination schedule of the report cards shall be as similar as possible to the regular report cards.

Letter grades shall be given as usual in subjects where the child is in the regular classroom. All other "grades" shall discuss the pupils performance in terms of the objectives originally established at the beginning of the marking period.

Special education conferences will be scheduled according to the pattern of the rest of the system; supplemental conferences

will also be held at the discretion of the teacher, parent, consultants, and/or director of special education.

Students

Graduation of Special Education Students

The Board recognizes that individual differences exist in all phases of life, including education activities. Thus, the Board assumes that if a student, even a special education student, fulfills the necessary requirements for graduation he should receive a diploma or certificate.

This assumes that a meaningful, relevant program can and will be developed for groups of special education individuals when economically feasible.

Students

Graduation of Special Education Students: Regulation

With the exception of gifted students, high school diplomas will be awarded to special education students who are able to meet state or federal literacy qualifications. Gifted students shall be awarded diplomas upon completion of the regular requirements for graduation. Those special education students who are unable to meet state or federal literacy qualifications shall be awarded certificates. This assumes students have earned the minimum number of credits required for graduation as indicated by state law and/or state education department policy.

Instruction

Release Time for Special Instruction for Special Education Students

The Board recognizes that some special education students

may require special instruction not provided within the school district because there are not enough students to warrant setting up a program and/or because it is not economically or administratively feasible. Release time shall be granted to those students who demonstrate the need for such instruction.

Instruction

Release Time for Special Instruction for Special Education Students:

Regulation

Should a special education student require the facilities of outside agencies or other nearby school districts(e.g., religious instruction, or Braille instruction for the blind) for only part of his educational training, the rest of his educational experiences shall be within his resident school district, unless this type of arrangement would be damaging to the student's welfare and/or impractical. The student's welfare shall be the prime consideration in such instances. The director of special education shall determine the extent of release time granted.

The director of special education shall have the basic responsibility for determining where the necessary services will be provided.

Instruction

Organizational Plan for Special Education

The Board believes that exceptional children should receive highly specialized instruction on an individual or small group basis when necessary. Such a program is conducive to maintaining: 1) feelings of belongingness and self-worth, and 2) higher levels of academic achievement on the part of special education students.

Instruction

Organizational Plan for Special Education: Regulation

Most special education students shall be registered in regular classrooms and may receive special instruction in resource rooms and/or from special consultants. Trainable mentally retarded students and students exhibiting severe deviant behavior problems will be registered in special education classrooms and may: 1) receive specialized instruction in resource rooms and/or from special consultants, and 2) spend part of the day in a regular class.

There may be some special education students whose prevalence in the district is not sufficient to warrant setting up separate classes and whose handicapping conditions are such that they will not receive sufficiently adequate instruction in the existing regular classes and/or resource rooms. The resident school district will contract services for these students from those school districts, agencies, etc., that offer the necessary educational opportunities. These students shall receive instruction from the agency, school, etc. contracted, and may or may not attend classes in the resident district.

To facilitate this organizational plan for special education, each school will have at least one resource room; each junior and senior high school will probably have more than one resource room. Special education classes (i.e., those highly structured classrooms for trainable mentally retarded students and for students exhibiting severe deviant behavior problems) will be conveniently located at different schools throughout the district.

A departmentalized core program shall be used at the junior and senior high school levels. Special education students (with the exception of the

trainable mentally retarded and the severe deviant behavior problem students) will be assigned to regular homerooms and will be assigned to regular classes and resource rooms according to ability and major areas of need. Trainable mentally retarded and severe deviant behavior problem students will be assigned to structured special education classrooms for homeroom and shall tend to remain in such classrooms with the same special education teacher for the majority of the school day.

Resource rooms teachers may have their own rooms but may have to rotate to other classrooms for special equipment. Special education teachers shall tend to be more stationary than resource room teachers but may also find it necessary to use other facilities for special equipment, e.g. physical education.

Instruction

Curriculum for Special Education Students

The curriculum for special education students should follow, as much as feasible, the same basic subject areas as the regular curriculum and should: 1) be adapted to the student's level of competency and understanding, 2) be of a practical nature, and 3) have high utility value.

Instruction

Curriculum for Special Education Students: Regulation

The curriculum for special education students, with the exception of the trainable mentally retarded and severe deviant behavior problems, shall concentrate on the basic subjects of: communication arts, arithmetic, science, health, physical education, fine arts, and social studies. At the junior high and high school levels students may participate in a work/study program which includes a core instructional program emphasizing vocational attitudes and skills.

The curriculum for trainable mentally retarded students shall emphasize self-help skills, communication arts, and eventually, vocational skills.

The curriculum for severe deviant behavior problem students shall emphasize: communication arts, arithmetic, science, fine arts, and social studies and having the student learn to control his behavior in various types of situations.

Teachers of special education students will be expected to

- develop readiness on the part of each student.
- adapt instruction to the students' level of functioning.
- present information which is relevant to a student in light of his needs.
- present practical situations which reinforce skills being taught.

Instruction

Experimental Program for Students Exhibiting Severe Deviant Behavior

The Board recognizes that there are some students who exhibit severe deviant behavior problems. Essentially these students have been unsuccessful in any other class in the school district and/or would otherwise be excluded from school because of their behaviors. Typically the behavior exhibited by these students is disruptive to other students; the Board feels this is unfair to all involved. To alleviate such conditions it may be necessary to remove these students from the classroom temporarily.

The Board feels that a desirable program ought to modify the students' behaviors so as to allow them to develop efficient and

effective means for learning material and to allow them to return to the classroom as quickly as possible.

To accomplish the desired goals, the Board recommends a program incorporating the following three aspects: 1) a structured classroom, 2) operant conditioning procedures, and 3) psychologically sound materials.

Instruction

Experimental Program for Students Exhibiting Severe Deviant Behavior:

Regulation

In keeping with Board policy, to accomodate students exhibiting severe deviant behaviors the district will set up a structured classroom which will be specifically designed to provide an environment conducive to learning and to meeting the students' needs. The physical make-up of the room and many of the procedures employed shall emulate engineered classrooms, e.g., Hewett's.

Operant conditioning, derived from the descriptive behaviorism of Skinner, is a technique that can be applied directly to the development of adaptive behavior. The teacher in the structured classroom shall use operant conditioning by simultaneously providing a favorable learning environment and by arranging environmental factors to increase or decrease the frequency of certain responses.

Psychologically sound materials, such as programmed instruction materials following a life experience approach, i.e., materials which consider a student's background experiences and present the information in a meaningful manner, shall be used in the structured classroom.

The director of special education shall be responsible for setting up the class which will be limited to 15 students and will have one special education teacher and two aides.

A student may be considered eligible for placement in this type of class upon recommendation from the school psychological/counseling consultant and/or other professional school personnel.

The students placed in structured classes shall have been unsuccessful in previous classes and/or would otherwise be excluded from school because of their disruptive behavior. These students shall be re-integrated into resource rooms and regular classrooms as their behavior improves.

Instruction

Class Size for Special Education Students

The Board recognizes that special education students may have needs and/or behaviors which require more individualized, directly supervised instruction than regular students. Since instruction in special education classes and resource rooms is to be on an individual or small group basis the Board feels the size of the classes should be limited in number.

Instruction

Class Size for Special Education Students: Regulation

The class size of special education rooms and resource rooms may vary and shall be in keeping with state law and/or state education department policy. Generally, the maximum number of students in a special education class or resource room with one teacher shall be 8; the maximum number of students in a special education class or resource room with one teacher and one teacher aide shall be 11; the

maximum number of students in a special education class or resource room with one teacher and two teacher aides shall be 15.

Instruction

Grouping of Special Education Students

Special education students shall be grouped in resource rooms and special education classes, or for special consultant services on the basis of similar needs. Special education students shall be in regular classrooms which best meet their needs when they are not receiving specialized instruction.

Instruction

Grouping of Special Education Students: Regulation

The following special education students shall be grouped in special education classes:

Trainable mentally retarded classes

Severe deviant behavior problem classes

Resource room teachers shall group special education students assigned to them according to educational needs. Therefore, various kinds of special education students may be grouped together at one time, e.g., language impaired, speech defective, and learning disabled students, functioning at about the same level, may be seen at one time for help with one area of language arts.

Special education students shall be placed in regular classrooms which most adequately accommodate educational, emotional and social needs, and which most closely approximate their adaptive behavior.

Instruction

Equipment, Books, and Materials for Special Education Students

The Board recognizes that exceptional children will require special equipment, books, and materials. In keeping with philosophy that education should be relevant to the student's needs, the Board will provide as much of the necessary hardware and software to accommodate special education students in the various types of classes (regular class, resource room special education class) as economically feasible.

Instruction

Equipment, Books, and Materials for Special Education Students:

Regulation

The director of special education shall be responsible for approving all orders for materials (equipment, books, etc.) for special education students, unless that which is requested is a free sample or free specimen set. The director shall approve requests after considering

the other kinds of similar materials which are already
available.

the versatility and flexibility of the material.

the cost of the material.

the number of students profiting from such material.

whether the material could be used on loan from regional

and/or area Instructional Resource and Material Centers.

whether the material is psychologically sound.

the special need(s) for the material.

All requests for materials for special education students should

ce sent to the director of special education and should include

the name of the material.

the publisher.

the cost.

some indication of how the material would be used.

an approximation of how many students would use the material.

Instruction

Psychological/Counseling Services

Psychological/counseling services will be provided to help diagnose and treat special education students. The Board believes that psychological services should emphasize treatment rather than diagnosis, and may be developmental, corrective, or remedial in nature.

Instruction

Psychological/Counseling Services: Regulation

Psychological/counseling services will be provided for individual students upon completion of the following forms: referral form (signed by parent and principal, or by teacher and principal); and parent permission form (signed by parent or legal guardian).

Psychological/counseling services will be available upon request for teachers in their efforts to enhance the teaching-learning process. Services may be provided for individual students or teachers, small groups of students and entire classes, e.g., setting up classroom environments conducive to learning, controlling students' behaviors, and interpreting group and individual achievement tests and making appropriate recommendations.

The director of special education shall assign an appropriate staff member for each referral.

Instruction

Reading Services

The reading program should: 1) be developmental, corrective, or remedial in nature; 2) include special education students and 3) when economically feasible, be supervised by a reading coordinator.

Treatment should be emphasized.

Instruction

Reading Services: Regulation

Reading services shall be provided for all students. Developmental reading instruction will be provided by the teacher to students who are reading at about their expected reading level. Corrective reading instruction will be provided by the teacher to students who have moderate deficits in a few areas and to students who have mild or moderate deficits in many areas. The corrective program will realistically adapt the pace of instruction and expectations to the student's needs. Remedial reading instruction will be provided by a reading specialist to students who are reading significantly below their expected reading level in terms of grade placement and/or intellectual ability. Students will be considered as reading significantly below their expected reading level if they are

in grades K-3 and reading .5 or more years below grade level and/or their capacity level

"	"	4-6	"	1.0	"	"
"	"	7-9	"	2.0	"	"
"	"	10-12	"	3.0	"	"

Accelerated reading courses, which emphasize speed reading, reading

comprehension, vocabulary development, and development of good study skills, will be available to students at the junior and senior high school as electives.

Reading consultants will be responsible for directing the reading program. All teachers will be expected to teach reading skills appropriate for their students' needs.

The services of the reading specialists may be provided in a regular classroom, resource room, special education room, or reading laboratory, whichever is most conducive to the psychosocial teaching-learning process.

Instruction

Language/Speech Services

The language/speech program should provide students who have weaknesses in the areas of speaking, listening, and hearing(as related to speech defects) with special instruction which may be developmental, corrective, or remedial in nature. Treatment should be emphasized.

Instruction

Language/Speech Services: Regulation

Language/speech consultants shall work with classroom teachers and shall provide direct services to students who exhibit defective speech or language. Services shall be provided to students identified by referral or screening.

Language/speech therapy shall be provided by language/speech consultants or resource room teachers to students, who after individual diagnosis, indicate that they will profit from the services provided.

Therapy shall be conducted in small groups or on an individual basis depending upon the seriousness and prevalence of the defect exhibited. Therapy will typically be, at least, twice a week for each child.

Instruction

Other Services

The Board recognizes that special education students may require other services than those previously mentioned. If the number of special education students in need of a specific service is not great enough to warrant having a full-time staff member or setting up a special class, the district may consider employing a special parttime consultant, making arrangements with neighboring school districts, or contracting for services, e.g., from Educational Service Units. A parent permission form (signed by parent or legal guardian) will be required. The director of special education shall have the authority to hire the additional consultants. Treatment should be emphasized and may be developmental, corrective, or remedial.

Instruction

Work/Study Program for Special Education Students

The Board believes that in addition to providing continued experience in the practical application of basic skills, special education youth should be afforded an opportunity to gain experience in an actual job setting. The work experience may be provided in the community through agreement with local employers and/or in a school setting. A parent permission form (signed by parent or legal guardian) will be required.

Instruction

Work/Study Program for Special Education Students: Regulation

The work/study program shall be available to junior high and high school age special education students who: 1) wish to participate in

the program, and 2) would profit more from work/study than from attending classes on a full time basis. The director of special education, in conference with other professional school personnel, shall be responsible for determining which special education students will be eligible to participate in the work/study program on the basis of the student's ability and attitude, the number and kinds of jobs available, the amount of schooling already completed by the student, and the student's previous experiences. Students participating in the program must maintain average grades in the core program to remain eligible.

A core instructional program must be completed by each student in the work/study program. The core instructional program taught by special education teachers, resource room teachers, and regular teachers will emphasize the following areas: communication skills, social practices, occupations, practical arts, and practical mathematics. As part of the core instructional program group and individual counseling will be provided with representatives of various community agencies, e.g., vocational rehabilitation services.

Students in the work/study program will be provided with (usually) at least two different work experiences each year they participate in the program. The work experience will be a minimum of one hour per day and a maximum of three hours per day.

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